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FACULTY PARTICIPATION IN COMMUNITY COLLEGE GOVERNANCE--AN ANNOTATED BIBLIOGRAPHY.

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THIS BIBLIOGRAPHY IS AN ANNOTATED LISTING OF PAPERS WRITTEN BETWEEN 1956 AND 1967, PERTINENT TO THE QUESTION AMONG FACULTY AND ADMINISTRATION AS TO WHAT PART THE FACULTY SHOULD TAKE IN POLICY FORMULATION AND DECISION MAKING IN THE JUNIOR COLLEGE. JOURNAL ARTICLES, BOOKS, AND DISSERTATIONS DETAILING THE PROBLEM AND OFFERING SOLUTIONS ARE LISTED AND DESCRIBED. (HH)

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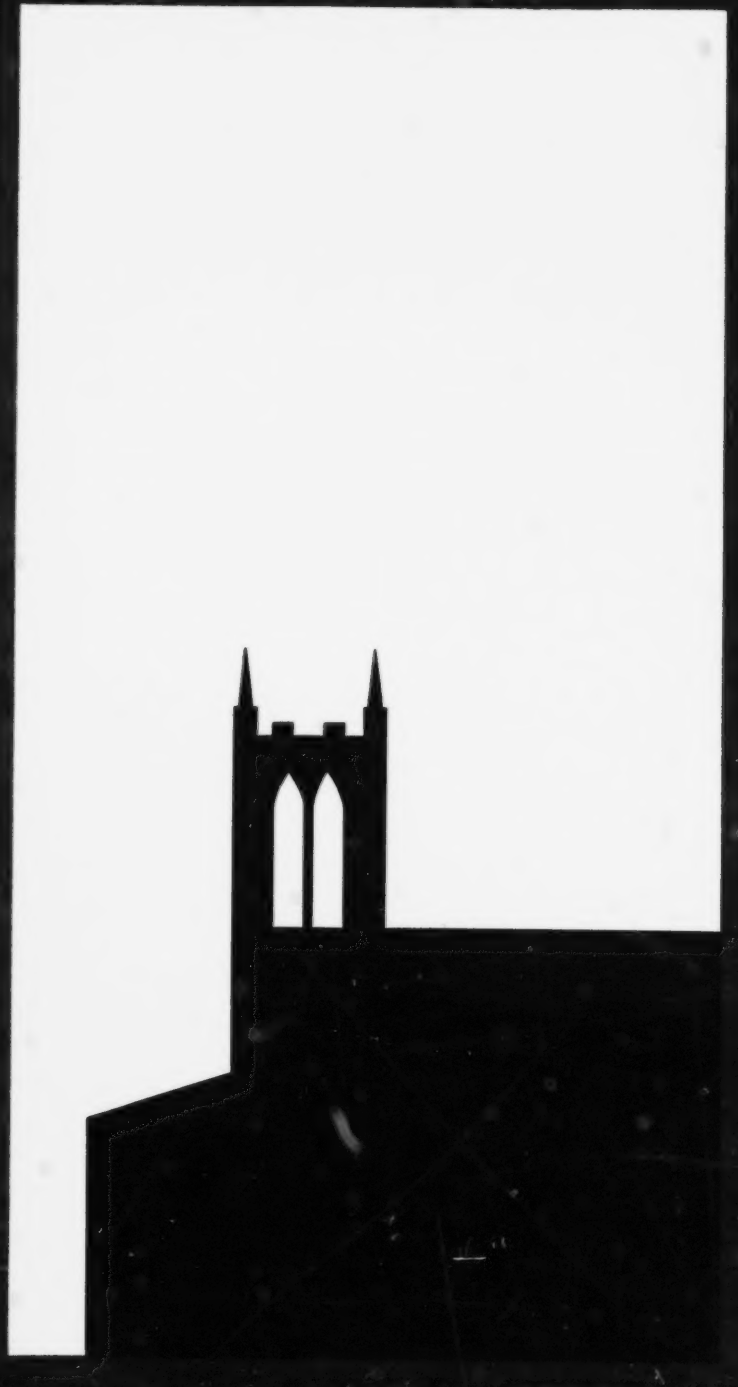

NUMBER 3 • SEPTEMBER 1967

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FACULTY PARTICIPATION IN COMMUNITY COLLEGE GOVERNANCE: AN ANNOTATED BIBLIOGRAPHY

NUMBER 3 • SEPTEMBER 1967

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Community College Education

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INTRODUCTION

Recent developments in the community college movement such as the rapid multiplication of physical facilities throughout much of the nation, the expansion of separate state systems of community colleges, and the increasing emphasis on improved coordination in higher education, to name but a few, leave little if any doubt that there currently exists a pronounced national tendency to identify the community college as an integral segment of higher education rather than as an extension of the K-12 system of public schools. As might be expected, these developments have not been without their attendant problems and tensions.

One problem rapidly assuming central significance concerns the participatory role of the community college faculty within the total administrative context. The principle generative sources of this problem appear to center around the more specific issues of how much and on what precise terms should the community college faculty actively participate in the decision-making process and in the formulation of basic policy. In the past five years the number of articles devoted to these twin issues has increased sharply. Although adequate annotated guides do exist concerning this general problem at related educational levels, no attempt has yet been made, insofar as the Center can determine, to provide a similar guide specifically directed to the community college level.

Accordingly, the following annotated bibliography, although not intended to be comprehensive or all-inclusive, represents a concerted attempt to bring together in a single guide all of the recent materials

known to the Center which focus on faculty participation in community college governance. In addition, certain key position statements formulated either separately by the American Association of University Professors or jointly in cooperation with the American Council on Education and the Association of Governing Boards of Universities and Colleges are included for the reader's consideration and convenience.

BIBLIOGRAPHICAL SOURCES

In compiling this annotated guide, the following bibliographical sources were consulted:

Bigelow, Karl W. *Selected Books for the College and University Administrator.* New York: Teachers College, Columbia University, 1958. 26 pp. (Annotated and categorized.)

Boss, Richard D. and Roberta Anderson. *Bibliography on the Community-Junior College.* Corvallis: School of Education, Oregon State University, 1965. 60 pp. (Uncategorized and unannotated bibliography only.)

Chambers, M. M. *A Brief Bibliography of Higher Education in the Middle Nineteen Sixties.* Bloomington: Indiana School of Education, Indiana University, 1966. 52 pp. (Categorized and indexed, but not annotated.)

Dissertation Abstracts. Abstracts of Dissertations and Monographs in Microfilm. Vols. 1-27. Ann Arbor: University of Michigan, Inc., 1938-66.

Eells, Walter Crosby. *College Teachers and College Teaching: An Annotated Bibliography on College and University Faculty Members and Instructional Methods.* Atlanta: Southern Regional Education Board, 1957. (Categorized and indexed.)

_____. *College Teachers and College Teaching: A Supplement to the Annotated Bibliography on College and University Faculty Members and Instructional Methods, 1957.* Atlanta: Southern Regional Education Board, 1959. (Categorized and indexed.)

_____. "Junior College Doctoral Dissertations: Supplementary List," *Junior College Journal*, XXXIII (September, 1962), pp. 16-19.

Eells, Walter Crosby and Ernest V. Hollis. *Administration of Higher Education: An Annotated Bibliography.* U.S. Office of Education Bulletin, 1960, No. 7. Washington, D.C.: United States Government Printing Office, 1960. (Categorized and indexed.)

_____. *The College Presidency, 1900-1960: An Annotated Bibliography.* U.S. Office of Education Bulletin, 1961, No. 9. Washington, D.C.: United States Government Printing Office, 1961. (Categorized and indexed.)

Martorana, S. V. "Readings on the Junior College," *The Public Junior College*, Nelson B. Henry (ed.). The 55th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1956. pp. 323-38. (Annotated, categorized and indexed.)

Meeth, L. Richard. *Selected Issues in Higher Education: An Annotated Bibliography.* New York: Teachers College Press, Teachers College, Columbia University, 1965. 212 pp. (Categorized and indexed.)

Mills, Boyd. *Bibliography of Community College Research and Writings, 1954-1963.* Olympia: Office of Superintendent of Public Instruction, 1964. 30 pp. (Categorized but not annotated or indexed.)

Morrison, D. G., Ken August Brunner and S. V. Martorana. *The Two-Year College: An Annotated List of Unpublished Studies and Surveys, 1957-61.* U.S. Office of Education Bulletin, 1963, No. 28. Washington, D.C.: United States Government Printing Office, 1963. 41 pp. (Categorized and indexed.)

Morrison, D. G. and S. V. Martorana. *The Two-Year Community College: An Annotated Bibliography of Studies and Surveys.* U.S. Office of Education Bulletin, 1958, No. 14. Washington, D.C.: United States Government Printing Office, 1958. 33 pp. (Categorized and indexed.)

Parker, Franklin and Ann Bailey. *The Community Junior College: Bibliography of 519 United States Doctoral Dissertations.* Norman, Oklahoma: University of Oklahoma, 1963 (?). (Unannotated and uncategorized bibliography only.)

Rarig, Emory W., Jr. (ed.). *The Community Junior College: An Annotated Bibliography*. New York: Teachers College Press, Teachers College, Columbia University, 1966. 114 pp. (Categorized and indexed.)

Selected References for New Junior College Presidents and Board Members. Prepared by Subcommittee: Identification of "Operationally Significant" Data and Information on Junior Colleges of the American Association of Junior Colleges Commission on Administration 1966-67. Mimeographed. 16 pp. (Categorized but not annotated or indexed.) For information write: Earl F. Hargett, President, Brunswick Junior College, Brunswick, Georgia 31520.

In addition, relevant literature indexed in the *Education Index* and the *Reader's Guide to Periodical Literature* between the years 1955 and 1967, as well as the holdings to date of the Center for the Development of Community College Education and the University of Washington Library, is included. Wherever verbatim annotations from the above-listed bibliographic sources are used in the text, the fact is so indicated by recording the last name of the author at the end of the annotation. In the case of two or more bibliographies by the same author, they are arranged above chronologically and then referred to in the text by adding the appropriate letter "a", "b", "c", etc., following the author's last name. All other annotations are compiled by the authors.

ANNOTATED BIBLIOGRAPHY

Ashmore, Henry L. "The Committee in Administration," *Junior College Journal*, XXIX (September, 1958), pp. 40-42.

Describes committees as being either investigatory and advisory, or executive, or both. Discusses the committees operating in Pensacola Junior College and the principles under which they function. MEETH

"There are few techniques or devices as helpful to an administrator as a good functioning committee." States seven principles developed at Pensacola Junior College to guide in the appointment and effective work of various types of committees. EELLS AND HOLLIS (a)

_____. "Reaction to Some Basic Principles in Developing and Operating Junior Colleges," *Junior College Journal*, XXXII (December, 1961), pp. 189-192.

Reports the reactions--obtained by secret ballot--of the members present at the annual meeting of the Southern Association of Junior Colleges to 25 basic principles considered important in developing and operating junior colleges. Of particular interest are the members' reactions to principles pertaining to the faculty's institutional role.

Bartky, J. "Nature of Junior College Administration," *Junior College Journal*, XXVIII (September, 1957), pp. 3-7.

"The universally accepted pattern for the higher educational administrative organization is one of direct participation of the faculty and non-directive powerless leadership by those designated leadership responsibility. I shall attempt to demonstrate that this pattern is inappropriate for the junior college and that when it is applied to this institution it is undemocratic." For reply by M. F. Taylor and H. W. Dick and rejoinder by Mr. Bartky, see *Junior College Journal*, XXVIII (December, 1957), pp. 220-222.

Blocker, Clyde E., Robert H. Plummer and Richard C. Richardson, Jr. *The Two-Year College: A Social Synthesis.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965. 298 pp.

Although essentially a sociological analysis of various forms of the two-year college, nevertheless, the authors do treat the problem of faculty participation in community college administration in a concise and illuminating manner. Basic pro and con positions and their general implications are analyzed. (See especially pp. 188-190.)

Bradley, Leslie L. "The Faculty Role in Institutional Policy Making, Effective Faculty Councils," *Selected Papers from the 45th Annual Convention, American Association of Junior Colleges.* Washington, D.C.: American Association of Junior Colleges, 1965. pp. 49-52.

Contends that junior college faculties must have a genuinely effective voice in certain key areas of policy determination; discusses whether or not faculty councils are really effective instruments for faculty participation in determination of policy; presents a rationale for effective faculty participation in policy determination.

Canavan, P. J. "Compensations and Problems of Junior College Teaching," *Junior College Journal,* XXXII (May, 1962), pp. 509-516.

Although mainly a discussion of the academic character and compensations of the role of the community college teacher, the author does present briefly his philosophy of faculty participation in policy formulation and decision-making. Stresses three practices as *musts:* (1) effective and swift communication to the faculty of administrative decisions that will affect them, (2) a cooperative effort of administration and faculty in formulating policies and philosophies, and (3) department autonomy.

Committee T of the American Association of University Professors. "Faculty Participation in College and University Government: Statement of Principles Approved by the Council, October 26, 1962," *American Association of University Professors Bulletin*, XLVIII (Winter, 1962), pp. 321-323.

Describes the history of the statement, presents a preamble, enumerates specific principles, and states an objective and a conclusion. The statement suggests faculty participation at every major level of organization. The principles include educational policies, faculty membership, administrative officers, budgeting, and agencies for faculty participation. MEETH

_____. "Faculty Participation in College and University Government," *American Association of University Professors Bulletin*, IXL (September, 1963), pp. 253-259.

A basic policy statement indicating that provision should be made at all levels of organization for faculty participation in decision-making. Represents a clear statement of the kind of pressure which has resulted in the wide use of faculty committees. MEETH

Ducanis, Alex J. "Principal or President," *Junior College Journal*, XXXII (December, 1961), pp. 185-188.

Outlines the major functions and responsibilities of the community-junior college and then considers the task of constructing a suitable environment for same; feels that "if for no other reason than the pressure of large numbers of students and concomitant reduction in staff competence, the community-junior college will probably come to resemble the last grade in the lower school more than the first grade of the higher one." States: "It is probably true that if the direction of the community-junior college is movement toward more local public controlled institutions, faculty participation in the administration and control of the community-junior college will not reach the level of the four-year institution unless there is some more effective and affective tie developed with 'higher education.'"

Dunn, J. W. (and others). "Our Faculty Participates in Policy Development; Peralta Junior College District, California," *Junior College Journal*, XXXVII (December, 1966), pp. 10-13.

Consists of a rather detailed coverage of Peralta Junior College's experiment with faculty involvement in policy-making and development. Of particular interest is the list of joint faculty-administrator accomplishments.

Eckert, Ruth E. and John E. Steklein. "Career Motivations and Satisfactions of Junior College Teachers," *Junior College Journal*, XXX (October, 1959), pp. 83-89.

Although aimed primarily at illuminating the major similarities and differences between persons teaching in junior colleges and in more advanced programs, this article does, at the same time, briefly touch on junior college faculty reaction to participation in administration and basic policy formulation as revealed by the authors' study.

Fitch, Naomi. *Comparative Study of Faculty Association Functions in California Junior Colleges*. Project Report, Kellogg Leadership Program, University of California, Summer, 1964. Berkeley: University of California, 1964. 138 pp.

A survey of the faculty associations in 53 California junior colleges, indicating a quite rapid trend toward greater faculty participation in the formulation of institutional policies. Also demonstrates that the pattern of relationships between the faculty association and faculty senates, as they are formed, shows wide variation and points up the need for more clearly identified areas of responsibility and duties. RARIG

Fitzgerald, James Sumner, Jr. "Faculty Views of the California Public Junior College." University of Southern California, 1964. (Abstract in *Dissertation Abstracts*, XXV, p. 3349.)

An unpublished doctoral dissertation (Ed.D.). The purpose of the study was to determine the opinions held by the instructional staff

concerning the purposes, administration, instruction, curriculum, and students of junior colleges. Results indicated, among other things, that California public junior college teachers desired more involvement in the determination of basic policy, but were not in agreement as to how this goal was to be achieved. Author recommends "...greater involvement of instructional personnel in determining basic policy and curriculum."

Fram, E. H. "Faculty 'Ownership' of Higher Education," *Junior College Journal,* XXXII (March, 1962), pp. 388-391.

Discusses the problem of determining the faculty's place in the control of higher education; suggests that there are two extreme positions: (1) the employer-employee concept, which views the institution as a form of business organization that should be run in accordance with strict line and staff principles, and (2) the "mission" concept which holds that since the primary mission of the institution is teaching and research, and since the faculty primarily carries out this mission, they should have primary control of the institution. Concludes with a plea "to put more control of higher education in the hands of the faculty, because they invest their total efforts, risk their futures and 'fortunes,' and represent the community."

Garrison, Roger H. *Junior College Faculty: Issues and Problems.* Washington, D.C.: American Association of Junior Colleges, 1967. 90 pp.

A report of an in-depth study of faculty concerns. Viewpoints of faculty members in twelve major types of two-year institutions were sought on 18 key issues and problems, including the role of the faculty in institutional policy making. The study reveals "wide variance, not only from one geographical area to another, but from institution to institution, in faculty opinion concerning their just or appropriate share in the governing of the college.

The range is all the way from indifference...to active participation in teacher organizations whose avowed aims are to influence legislation affecting them." A significant study which deserves the careful consideration of faculties, administrators and trustees.

_____. "Teacher's Professional Situation," *Junior College Journal*, XXXVII (March, 1967), pp. 15-18.

Author reports on the needs, desires, and problems of community college faculties as he observed them in a 28-week tour of United States community colleges. Says the main faculty concern in the total administrative context is that their voice be effectively heard, especially in matters affecting them as professionals; cautions that faculty militancy concerning its role in college governance could grow in the future.

Giles, Frederic T., J. Allen Suver and Marvin P. Sondalle. *Problems and Needs of Washington Community Colleges: An Exploratory Survey of Important Research Areas*. Seattle: Center for the Development of Community College Education, University of Washington, 1967. 46 pp.

The study consists of a ranking of items by full-time personnel of Washington's Community Colleges which were considered to be representative of the problems facing the community colleges of Washington. Faculty participation in community college governance ranked seventh in importance out of a composite list of 38 items.

Gray, James W. "Board Relationships to Administration and Faculty," *Selected Papers, 46th Annual Convention, American Association of Junior Colleges, February 28-March 4, 1966*. Washington, D.C.: American Association of Junior Colleges, 1966. pp. 23-26.

Relevant to faculty participation in policy making in the sense that the author, a community college trustee, considers the board's relationship to the administration and faculty. Dispenses with board-faculty relationships by stating that the board should not meddle with the faculty. "This is an area that should belong exclusively to the president, the deans, the administration....

I know of no quicker way to foster just plain deviltry and chaos than to cast a doubt in the minds of staff or faculty members as to who is boss."

Henderson, A. D. "Decision-Making by Junior College Faculty," *School and Society*, XCIII (Summer, 1965), p. 292.

Briefly defends the position that "junior college faculty members should have a greater degree of participation in decision-making on matters of college policy than that accorded to employees in business and other non-education enterprises."

Honer, S. M. "Faculty Power and Participation," *Junior College Journal*, XXXVI (February, 1966), pp. 28-32.

"While few would deny the privileges or the obligation of faculties to be deeply involved in the institutional life which nurtures and directs the teaching profession, there is, nevertheless, considerable controversy over how much or on what precise terms faculties should participate in the formation of educational policy. The question turns on the optimum apportionment of power." The author presents his position clearly and precisely, concluding that "the healthiest solution to the critical and delicate problem of power apportionment appears to lie in a condition in which there is a strong faculty *and* a strong administration."

Howe, R. A. "Faculty-Administration Relationships *in Extremis*," *Junior College Journal*, XXXVII (November, 1966), pp. 14-15.

Reports on the implications inherent in "the first junior college strike" at Henry Ford Community College in the autumn of 1966; cautions against ignoring the possibilities of further eruptions in hope that "somehow they may either fade away collectively or pass by an institution individually." Sees faculty militancy as a fact that must be accepted by administrators; suggests possible causes as well as approaches to meeting it more constructively.

Kintzer, Frederick C. *Faculty Handbooks in California Public Junior Colleges.* Los Angeles: University of California, 1961. 25 pp.

Designed for use by junior college administrators and those responsible for the development of faculty handbooks. Analyzes informatively the faculty handbooks of 51 California junior colleges. MORRISON, BRUNNER AND MARTORANA

Koontz, Harold D. "A Management Consultant Views Junior College Administration," *Journal of Secondary Education,* XXXVI (January, 1961), pp. 50-57.

Discusses the universal applicability, in formal organizations, of the management questions of determining where the organization is going, who is doing it, and whether it is getting there. MEETH

Lahti, R. E. "Faculty Role in Policy Formation: Background and Summary of a Report by a Subcommittee of the American Association of Junior Colleges Commission on Administration," *Junior College Journal,* XXXVII (September, 1966), pp. 9-12.

Traces the recent background and development of the increasing friction between faculty and administration regarding the former's participation in the governance of junior colleges. Presents excerpts from five position papers solicited from faculty representatives which indicate almost unanimous agreement concerning the need for faculty participation in policy formulation. The author feels that "...relationships between administration and the teaching faculty in the junior college in many cases have been extended and developed as an outgrowth of secondary school practices.... In short, many of the poor administrative-faculty relationships have developed pragmatically or, conceivably, as historical accident." Concludes with statements, premises and recommendations which represent the initial thinking of the subcommittee and the conference participants.

Lombardi, John. "Emergent Issues in Junior College Administration," *Emergent Issues in Community College Administration in our Changing Society*. Conference sponsored by Coordinating Committee of the California Leadership Program; University of Washington; Washington State University. Seattle: University of Washington, 1964. pp. 36-56.

Identifies and briefly discusses the problem of faculty participation in policy-making as one of the key issues facing community college administration; poses a series of relevant questions for the conference's consideration.

_____. "Faculty in the Administrative Process: Academic Senates," *Junior College Journal*, XXXVII (November, 1966), pp. 9-16.

Discusses the increasing tensions between faculty and administration at the junior college level and attributes it largely to an extension of a broader movement in modern life--the concern of the individual in maintaining his identity in ever-enlarging groups; contends that today "administrators are involved not in determining whether or not to have faculty participation in administration but in determining how to adjust to such participation." Traces recent legal developments in faculty-administrator relations in California junior colleges and concludes that the faculty point of view was adopted by the state board of education. Predicts that the pendulum is swinging away from the more extreme demands for faculty participation but, at the same time, does not think that the war between college faculties and administrators will end.

McKenna, D. L. "Organizing the Faculty for the Institutional Self-Study," *Junior College Journal*, XXXII (October, 1961), pp. 104-110.

Outlines the approach the author used at Spring Arbor College, Spring Arbor, Michigan, to organize the faculty for an institutional self-study. Points out that the general purpose of any self-study in higher education is to evaluate and improve the quality of the

instruction; discusses internal and external faculty motivation for self-study; concludes that the results of the self-study for the college and the faculty are even more important than the written product in that faculty members have now accepted the responsibility for improvement.

Mognis, Robert F. "The Advisory Council--Experiment in Democratic Organization," *Junior College Journal*, XXXI (January, 1961), pp. 258-260.

Describes and documents the successes that have been enjoyed by a faculty advisory council established by the Governing Board of Yuba College for "...the purpose of meeting with the college president and the vice-president on matters of importance, such as finance, facilities, redistricting, curriculum and public relations." MEETH

Niland, William Patrick. "Faculty-Administration Conflict in California Public Junior Colleges: An Analysis and Proposal for Resolution," University of California, Berkeley, 1964. (Abstract in *Dissertation Abstracts*, XXV, p. 5691.)

An unpublished doctoral dissertation (Ed.D.). The study aimed first at identifying areas of conflict between faculty and administration and second at proposing a solution based on integration or legitimation of conflict. Findings indicated that a substantial conflict did exist between teachers and administrators. "What emerged as the central issue was this: the monopolization by administrators of the policy-making function violates the self-image of the junior college teacher as an expert who has the right like his counterpart in the four-year college to be consulted when any decision is made affecting the conditions under which he works." Three inferences drawn from the study are presented in conclusion.

Orkin, Saul. "The Faculty Role in Institutional Policy Making, The Voice of the Faculty," *Selected Papers from the 45th Annual Convention, American Association of Junior Colleges*. Washington, D.C.: American Association of Junior Colleges, 1965, pp. 57-60.

"The burden of my message is this: The faculty, despite its cantankerousness, its divided love between institution and academic discipline, its sometimes confused notion that freedom means anarchy in a college setting, wants desperately to be an integral part of institutional policy making. The faculty wants not only to be listened to and consulted, it wants to see its proposals and recommendations translated into policy. As long as the faculty is heard and heeded, it matters not whether a committee, a joint council, a senate or a mass meeting is the instrument through which the faculty's contribution is registered."

Peterson, Basil H. *Critical Problems and Needs of California Junior Colleges*. Sponsored by Committee on Institutional Research, California Junior College Association in Cooperation with California State Department of Education, June, 1965. 61 pp.

An exploratory research and planning study aimed at identifying the most pressing problems and needs confronting California junior colleges now and in the near future. Of 174 problems and needs identified in a survey of California's 77 public junior colleges, faculty participation in community college governance ranked 20th in a select list of the 45 problems and needs judged to be most critical.

Price, Hugh G. *California Public Junior Colleges*. Sacramento: California State Department of Education, 1958. 193 pp.

Contains a description of "Eldorado Junior College," a hypothetical institution, a composite of the best in California junior colleges, and details on organization, administration, present status and future development of 60 public junior colleges in the state. Bibliography, 38 titles, annotated. EELLS AND HOLLIS (a)

Priest, B. J. "Faculty Administrator Relationships," *Junior College Journal*, XXXIV (March, 1964), pp. 4-8.

It once was true that "board members make policy, administrators administrate and teachers teach." But this is a dictum that is being belligerently challenged today in many junior colleges across the country, and especially in California. The rise of the faculty senate, the appearance of numerous teacher's organizations, and many other indications verify this fact. The president of the American River Junior College in California goes on to raise many thought-provoking ideas as a result of these movements. RARIG

Richardson, Richard C. "Policy Formulation in the Two-Year College," *Junior College Journal*, XXXVII (March, 1967), pp. 40-42.

Points out that faculty participation in policy determination is a matter of relatively recent concern to junior college educators; discusses current administrator resistance to faculty participation in policy formation; emphasizes that greater faculty involvement is critical to the success of the two-year college movement; identifies various inhibiting factors to faculty involvement in policy formation, and suggests specific areas where improvement is needed.

Robinson, Donald W. "The Role of the Faculty in the Development of Student Personnel Services," *Junior College Journal*, XXXI (September, 1960), pp. 15-21.

Outlines the important and pivotal role of the faculty in an effective student personnel program; stresses faculty participation in the formulation of student personnel policy both in the initial planning phase and on a continuing year-to-year basis; points out that the relative necessity of such faculty participation in four-year institutions may be phrased in terms of *should*, but in two-year institutions in terms of *must*.

Selznick, Philip. "A Sociologist Views Junior College Administration," *Journal of Secondary Education,* XXXVI (January, 1961), pp. 33-38.

A discussion of efficiency in administration, and particularly decision-making, as affected by formal and informal power groups in the faculty, authority versus consent, and the effect on communication of status and respect in the organization. MEETH

Simonsen, Edward. "The Faculty Role in Institutional Policy Making, The California Picture," *Selected Papers from the 45th Annual Convention, American Association of Junior Colleges.* Washington, D.C.: American Association of Junior Colleges, 1965. pp. 53-57.

Discusses the increasing pressures for faculty participation in institutional policy making in California Junior Colleges and the progress that has been made to date; points out that many junior colleges in California had already taken steps to further involve the faculty in policy making before the state legislature and the state board of education acted to require such participation. Briefly traces the development of the faculty council at Bakersfield College where the author is president.

"Statement on The Government of Colleges and Universities," *American Association of University Professors Bulletin,* LII (December, 1966), pp. 375-379.

Major responsibilities of governing boards, presidents, and faculties of American colleges and universities are described in this statement jointly formulated by the American Association of University Professors, the American Council on Education and the Association of Governing Boards of Universities and Colleges. The document calls for appropriately shared responsibility and cooperative action among the components of the academic institution and expresses the hope that "the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structure and procedures."

Taylor, Morris F., Herbert W. Dick and John Bartky. "More About The Nature of Junior College Administration," *Junior College Journal*, XXVIII (December, 1957), pp. 220-222.

Professors Taylor and Dick register their opposition to the views presented by Dean Bartky in his article, "The Nature of Junior College Administration," *Junior College Journal*, XXVIII (September, 1957), pp. 3-7. They contend that the junior college is not an entirely differerent species of educational institution; that it does not, by virtue of its peculiar nature, require administrative dictatorship; also suggest that the real point of Bartky's article is to justify practices already applied by many junior college administrators.

Dean Bartky reacts to their criticisms and accusations by pointing to what he considers are flaws in their argument.

Tunnell, James Wesley. "Faculty Involvement in Policy Formulation in the Public Junior College," Texas Technological College, 1963. (Abstract in *Dissertation Abstracts*, XXIV, p. 5157.)

An unpublished doctoral dissertation (Ed.D.). The study focussed on the extent and process of faculty involvement in policy formulation in the public junior college. Findings indicated that "the most noticeable weaknesses in faculty involvement were found in the major administrative areas of Teacher Personnel Policies and College-Community Relations. There was a lack of clear understanding between administrators and faculty members as to what opportunities should be provided for faculty involvement."

Vavoulis, Alexander. "A Faculty Role in Academic Policy Making," *Junior College Journal*, XXXIV (April, 1964), pp. 32-34.

Discusses the development in Stockton College of a council of the teaching faculty to aid in the development of academic policy, but which does not participate in the administration of the policy, once adopted. Contains bibliography. MEETH

Visser, John E. "An Experiment in Administrative Reorganization," *Junior College Journal*, XXXI (September, 1961), pp. 47-52.

Mushrooming enrollments, lack of good communications, committee sprawl, influx of preponderance of new people, unwieldy span of control and other assorted administrative handicaps forced one junior college to reorganize its administrative practices and structure. After widespread participation and communication the new reorganization was adopted. The writer notes that several significant changes occurred; job descriptions for each position oriented new faculty members; curricula innovations (audio-visual) pleased the students; improved public understanding of the college and its aims; plus other improvements mentioned. MEETH

Walsh, James P. "Encouraging Constructive Faculty-Administrator Relationships," *Administering the Community College in a Changing World*, S. V. Martorana and Pauline F. Hunter (eds.). Buffalo, New York: The State University of New York, 1966. pp. 145-151.

"Faculty-administrator conflicts in the community college do not differ substantially from those appearing in four-year colleges and universities, though they may arise from different causes. Fundamental to any discussion, however, is this basic principle: the community college is part and parcel of the system of American higher education; its faculty members have the same rights, privileges, duties and responsibilities accorded other faculty members in that system." Suggests that the community college inherited a staff-line type of administration characteristic of public school systems, but sees a trend in the direction of greater faculty participation in policy making; discusses specific causes for this trend as well as several symptoms of poor faculty-administrator relationships.

Welden, H. "Experiment in Faculty Planning," *Junior College Journal*, XXXV (April, 1965), pp. 28-30.

Describes the participatory role of the Mesa College faculty in the planning of a new science building.

Wetzler, Wilson F. "Essentials of Planning," *Junior College Journal*, XXXIII (November, 1963), pp. 156-158.

Suggests a seven-point checklist that can serve as the framework in planning any course of action on the administrative or faculty level. MEETH

Winter, C. "Academic Senates in the Junior Colleges," *California Education*, II (November, 1964), pp. 15-16.

Carefully traces the sequence of events which led to the adoption by the state board of education of a resolution requiring that every junior college in California have an "academic senate" or "faculty council." Also explains the functional meaning of such an organization.